

Using Pedagogic Video to Enhance English for Specific Purposes Teaching Program (ESP) for Saudi University Students: A New Prospective Approach

Ali Albashir Mohammed Alhaj

King Khalid University
Abha, Asir Province, Saudi Arabia

Mohammed H. Albahiri

King Khalid University
Abha, Asir Province, Saudi Arabia
Corresponding Author: Mohammed H. Albahiri

Abstract

The optimized use of authentic videos is integral in language classrooms. However, the research concerning the use of videos for developing audio-visual reception, four language skills, and vocabulary are found to be lacking. This study, therefore, reviews the developments related to the use of video in English for Specific Purposes (ESP). The main question of this study is: how does the pedagogic video contribute to improving English learner's language skills? This study is beneficial for university teachers who teach content courses to Saudi students using specialized online video courses, science animations, presentations, and online video lectures. The review suggests that teachers must engage in continuous proficiency development as well as self-discovery for overcoming the challenges that impair their learning and development. The use of videos is important as it can increase students' retention ability, through visual support and comprehension of the spoken discourse. ESP should not be regarded as an important aid to the teaching, rather it should be used as a component of an integrated skills package. Based on the findings, it has been reviewed that there is a need to integrate a collaborative strategy for teaching that assists in overcoming the learning issues based on the ESP course teaching. Teachers can monitor their speech to ensure a logical flow in the overall ESP content and its viable presentation. *Keywords:* English for specific purposes, ESP context, pedagogy, Saudi EFL students' video, vocabulary learning strategies

Cite as: Alhaj, A.A. M., & Albahiri, M/ H. (2020). Using Pedagogic Video to Enhance English for Specific Purposes Teaching Program (ESP) for Saudi University Students: A New Prospective Approach. *Arab World English Journal (AWEJ) Special Issue on CALL (6)*. 302-317. DOI: <https://dx.doi.org/10.24093/awej/call6.20>

Introduction

The use of technology as a part of Computer-Assisted Language Learning (CALL) software has enhanced student's language learning opportunities (Heriyanto, 2018; Kabooha & Elyas, 2015; Shaari & Morat, 2016). Primarily, there is an increased prevalence of online videos in the classroom; although, it involves expensive projectors in darkened and acoustically isolated rooms. The main aim of the teachers is to promote active and contextual aspects of the students' meaningful learning along with positive emotional involvement in the learning process (Diab, Matthews, & Gokool, 2016). Videos can make the learning/teaching process more effective and aid in certain circumstances among certain students. It is important to distinguish between whole-job, major-job, and minor-job operations (Corder, 1966).

In the major-job operation, video is used as a support for inadequately-trained teachers or teachers with a weak command of the language, presenting the material they would be unable to teach themselves. This approach could be useful in English for specific purposes (ESP) programs as video programs not only supplement lack of linguistics skills, rather it nurtures the lack of knowledge of the content area. Both native and non-native teachers often feel insecure when teaching the scientific and technical texts. However, the cost-effectiveness of using video must be realistically assessed. The money spent in the production of such a video, might be better spent while providing the teacher with more in-service training, more textbooks and relatively cheap aids such as tape recorders (Policy, 2017). Video is usually used, when the teacher cannot either perform or performs poorly. It is considered as an aid to a teaching program, not as an independent program, rather its usage should be carefully integrated with other materials which have been used in a course (Cleary, 1995; Savignin, 2018). These criteria indicate to the minor-job operation, which was used with experienced and trained teachers as a teaching device in a course (Savignon, 2018).

Several studies have highlighted the benefit of videos for language learning. Such as Jalaluddin (2016) reported the benefit of videos for the understanding of grammatical and functional structures for improved speaking and listening abilities. Natsev, Hill & Smith (2010) stated that student's concentration and attention improves with the use of videos. Omer (2017) indicated that pedagogical videos improve students speaking skills. Abdulrahman, Basalama & Widodo (2018) and Takaesu (2013) noted videos as an effective tool for language skill development, while Zhang, Gao, Zhang, & Jia (2016) and Kusuma (2017) notes its benefits for oral presentation skills. Most studies also confirm its benefits for stimulating language learning motivation among the students (Li, Gao & Zhang, 2016; Wang, 2018; Ahluwalia, 2018; Bianchi & Marenzi, 2016). Comi, Argentin, Gui Origo & Pagani (2017) demonstrate that videos help improve student's achievement ratio as well as educational quality, whereas, Montero Perez, Peters & Desmet (2018) note its effectiveness for improved vocabulary acquisition.

Concerning the teaching strategies in ESP, Lesiak-Bielawska (2015) highlighted that ESP teachers help to exploit authentic discipline-specific materials for bringing the relevant language experience for the students. Such as the University of California and Yale provide lecturers with audio and visual copies of the lecture which are used in language classrooms. Ilin, Kutlu, and

Kutluay's (2013) study showed that grammar of the ESP students improved with the use of technology. Davoudi-Mobarakeh, Eslami-Rasekh & Barati (2014) also noted that ESP courses which are taught by the content specialist are generally ineffective. The study reasons that, this might be due to the lack of background information, concerning strategies, lack of clarity of pedagogical techniques and lack of linguistic competence for teaching English.

Most of the traditional models of language teaching are inadequate to fulfill the challenges of the present era due to constant and rapid developments in the world of professions. Musikhin (2016) favored the model of ESP that mainly emphasizes the acquisition of professional expertise. It is also associated with the integration of disciplinary knowledge and professional practice in complex and dynamic manipulation of different social situations. This has resulted in a significant increase in the exchange of up-to-date technologies and scientific ideas. Individuals from all the professions, specifically teachers need to develop necessary language skills to be active and contribute to the competitive world (Musikhin, 2016).

ESP is a pedagogical movement in applied linguistics devoted to creating research-based English language materials and instruction for adult students with specific language learning goals. The goals of these students are directly related to their current or future academic, professional, or vocational lives and contexts. The language needs and academic and professional goals of the students, need to be examined before designing a course for them. ESP is often contrasted with teaching English for no apparent reason, because of focused research and curricula that is followed (Woodrow, 2017). The instructions provided in English are not based on a careful assessment of a group's specific language learning needs and target situation, rather it intends to cover the presumed fundamentals of the language (Al-Jarf, 2012).

Some of the previous studies have exhibited frequent non-optimal uses of authentic video in language classrooms (Hobbs, 2006; Kaiser, 2011; Jurkovic & Mertelj, 2015). Teachers should make use of the best teaching resources for providing optimized language learning outcomes, where the use of video is found to be substantial. None of the previous studies have considered the use of authentic video in conventional and virtual language environments in the field of teaching and learning ESP. This determines a need to explore the role of authentic video in developing audio-visual reception, four language skills, and vocabulary. Increased awareness is required to organize events for ESP teachers for using video as innovative teaching within the classroom setting as flipped learning. Further studies are needed to discover the communicative abilities and aspects required by the learner in the real-life situations for which he is being trained by the language teacher. The materials should reflect the learner's needs as closely as possible. The learner's terminal goals are taken as course aims and serve as input to the design of the materials which are often based on authentic data. The success of the ESP program will then be measured by the ability of the learner to professionally develop. It exposes them to new vocabulary and its integration in the real-life situation.

This is particularly true for Arab countries like Saudi Arabia, where the government has

initiated various efforts for improving student's language competence and bringing in-line with international standards. Despite the substantial evidence concerning the use of videos for language development, its integration for ESP students remains inadequate. Such as previous researches that have been conducted was limited to the use of video in the general Saudi classroom and targeting one skill. For instance, Kabooha & Elyas (2015) studied the students' vocabulary development skills, Khalid & Savkin (2012) on teaching literature, while Alwehaibi (2015) and Eissa (2019) on the content learning and speaking skills development, respectively.

In a similar context, the study aims to investigate various skills to observe the extent to which video can contribute towards student development. It reviews the developments taking place in the use of video in ESP and suggest ways in which video equipment might enhance ESP teaching program. Moreover, it also motivates the power of video and improvement in learning and retention to show how video could be used to improve a learner's ability to read and write. The present study is significant for university teachers to teach content courses to Saudi students using specialized online video courses, science animations, presentations, and online video lectures. In particular, the present study portrays how specialized online videos can be used in helping freshman students' learning, understanding, retaining, and applying fundamental knowledge in specialized courses. It further shows how online videos can be utilized for covering the specialized knowledge, improving the knowledge of technical terms, and developing advanced listening skills for students.

This study is significant in its setting as it is the first time that students of Saudi universities are involved in a discussion related to students' language needs. It is assumed that their perceptions will assist in emphasizing their language needs. It is also significant concerning its potential effect on the process of syllabus design for ESP programs in Saudi universities. It is assumed that the findings of this study will be beneficial for the enhancement of language teaching in different departmental settings. Following research question was constructed based on the objective:
Main Question: How does the pedagogic video contribute to improving English learner's language skills?

- Sub-Question 1: How does the use of video pedagogy help in improving students' communication skills?
- Sub-Question 2: How does the use of video pedagogy help in improving students' learning and vocabulary development skills?
- Sub-Question 3: How does the use of video pedagogy help in improving students' listening skills?
- Sub-Question 4: How does the use of video pedagogy help in improving students' reading skills?

The study integrates a qualitative research design. It uses review approach to discuss about the developments that are taking place through the use of video in ESP and suggests ways in which video equipment might enhance ESP teaching programs. Research instrument plays an important

role in obtaining the result of a study, as it is a set of methods which are used to collect the data. In this study, two researchers as they spend a great deal of time reading and exploring the data. The collected data was analyzed by them as per the study problem concerning the ESP strategies in the Middle East, particularly Saudi Arabia is selected.

Teaching Strategies used in ESP

Assessment is an essential component that helps teachers to fulfil their teaching tasks. The process of collecting information regarding the influence of teaching practice on student learning, interpreting, and analyzing this information, reacting to and acting on the outcomes is significant for different reasons as a substantial part of ESP course design (Çelik & Topkaya, 2016). Firstly, they are a means for producing appropriate feedback, with which teachers can improve the quality of instruction. Secondly, they are helpful as instructors can review how others explain their teaching methods to enhance their instruction (Wei, 2006). Thirdly, the information can further be utilized by administrators for making summative decisions and formative suggestions. To be precise, ESP course assessment, as suggested by most of the researchers (Rahman 2006; Momeni & Rasekh, 2012), is an essential measure to make decisions on documenting events, clarifying the objectives, identifying unintended and intended consequences, measuring cost-effectiveness, and curriculum modifications (Fatmawati, Gani & Samad, 2018). Evaluation is an important phase of any ESP course and inseparable aspect of course design and is based on syllabus design, selection of methods and activities, along with implementation, materials and preparation, needs analysis, and assessment whether formative or summative (Momeni and Rasekh, 2012).

Summative assessment takes place at the end of the course to determine if the course fulfils its designed criteria whereas formative assessment takes place throughout the course for giving clues to practitioners regarding effectiveness of teaching methodologies and activities, participation, grades, motivation of learners (Mohanty, Gretes, Flowers, Algozzine, & Spooner, 2005; Stieger & Burger, 2010; Momeni & Rasekh, 2012). The significance of collecting data to understand how learning requirements are addressed generally disregard the approach to assessment. Course assessment can be conducted by an outsider or insider evaluator. On the contrary, both evaluation forms have benefits and drawbacks (Hutchinson & Waters, 1987). The sense of being assessed may cause a risk for both teachers and learners even though the outsider might be objective. However, insider assessment may not offer appropriate data for administrative decisions, which might be done by teachers. Thereby, both type of assessments can be carried out for validating the outcomes. Lastly, course evaluation can be done through the use of a number of data collection techniques including formal or informal talks, observations, checklists, interviews, a summary of responses to questionnaires or surveys since there is no single means for conducting course assessment.

English for Specific Purposes (ESP): Historical Background

In the twentieth century, the languages for specific purposes (LSP) has increasingly become ESP, as English became the predominant global language (Otilia, 2015). According to Grosse (1988), the modern ESP movement began in England in the 1920s and has continued apace, especially in the British colonies and presently throughout the world. Needs analysis is the key essence of ESP. The early years of ESP can be divided into at least five stages (Hutchinson &

Waters, 1987);

- Register analysis: In the 1960s and 1970s, the aim was to identify the grammatical and lexical features of the target discipline (e.g., electrical engineering) and then develop teaching materials around the linguistic features identified.
- Discourse analysis: This stage moved beyond the sentence level as ESP practitioners used discourse analysis to examine the textual patterns in the targeted discipline. For instance, they were interested in how a biology text is organized in terms of description, definition, classification, causality, and so on.
- Target situation analysis: This stage was characterized using target situation analysis and needs assessment to identify and elucidate learners' needs and wants. By the 1980s, the focus expanded to include not only the language that ESP learners needed for a target situation but also the thinking processes that underlie language use (Adams-Smith, 1980).
- Skills and strategies: An emphasis on skills and strategies led to the development of materials that assisted learners to acquire strategic reading skills, such as guessing the meaning of unknown vocabulary from context and looking at how meaning is produced in spoken discourse.
- Learning-centered approach: This stage moved beyond the different conceptualizations of language, used in the earlier stages by offering a broader focus on understanding the processes of language learning.

Hewings (2002) indicated that much of the need assessments that are published and target situation research has dealt with the written discourse that is important for students' academic success, particularly in the sciences. ESP researchers have increasingly turned to the term 'genre' for their discourse analyses to acknowledge that written and spoken discourses should be viewed as situated, purposeful, contextualized, and communicative actions, that have been taken by a speaker or writer. For instance, there are purposeful academic genres (e.g., research articles, proposals, abstracts, and lab reports), professional genres (e.g., legal briefs, business letters, and resumes), and vocational genres (e.g., application forms, accident reports, and work schedules).

Pedagogic Videos and ESP Teaching Program in Saudi Arabia

Generally, it is assumed that Saudi individuals who are proficient in speaking English will have a benefit to acquire and sustain acceptable employment. Significant efforts in developing the textbooks have nurtured a slight opportunity in the effective delivery of English as a communication platform despite the widespread lack of English proficiency. In particular, the number of international schools and English-language institutions proliferated dramatically due to increase in demand of individuals to enhance their English.

Al-bassri (2016) investigated the ESP needs of business international students in Saudi universities to determine how subsequent tutoring can address their expressed needs. It showed that students need assistance with their business English skills, specifically in vocabulary. Thereby, English language instruction should be modified to help learners enter their targeted field, which will improve their success and save time in their academic field or occupation. Alghamdi (2019) explored the ESP needs of business major students at the undergraduate level in Saudi Arabia. It was observed that the Saudi students required greater control over the English language for their

future careers, but the level of English language programs adapted in colleges/universities were not fulfilling the language needs of students. The study has also indicated that the program objectives were not followed completely and the academic and language needs of the students were disregarded.

Al-Roomy (2017) reviewed the need for ESP in different schools, universities, and colleges in Saudi Arabia for determining the current developments and recommending new research directions. The study has identified that the ESP teachers failed to fulfill the needs and requirements of students in all educational settings. The use of pedagogic videos also lacks expertise; therefore, teachers failed to train students about pedagogic videos. Alzaharani (2016) has emphasized the causes that impact learning experiences, attitudes, and self-esteem of Saudi students towards ESP and the use of pedagogy videos. The study has revealed that the experiences of Saudi students vary from their self-esteem and attitude. Students were also in need of obtaining pedagogy education through videos or interactive learning platforms as they found complexity in learning the English language through traditional methods.

Fadel and Rajab (2017) have determined the ESP needs of the female students that were enrolled in the Faculty of Computing and Information Technology at King Abdul-Aziz University. The study has identified that students lack pedagogic knowledge and education, which should be provided based on their needs, wants, and requirements. Therefore, the ESP course designers and teachers should consider these requirements by emphasizing all the language skills, particularly speaking and writing skills. Khan (2011) reviewed that teaching factor is among the most important issues related to pedagogy as it directly affects the instrument of change. Therefore, a teacher has to be well-equipped to investigate linguistically the type and nature of complexities, and evolve some beneficial strategies for pedagogic learning.

Given the sustainable development goals of the country, Saudi Arabia witnesses a substantial development across various fields including technology, health affairs, science as well as the economy, which help the country in achieving its determined Saudi Vision 2030 (Al-Seghayer, 2014; Alhaison, 2013; Ur Rahman). For the development of the education sector, the Saudi government has allocated substantial budget, aimed for inaugurating new school buildings, introducing new university initiatives, improvising the teaching practices, and developing the educational curricula that are in line with students' needs and leads to labor market configuration. Studies have highlighted the significance of English for the educational sector of Saudi Arabia (Al-Roomy, 2017), which has undergone substantial changes concerning its objective, contents, and development. As a part of its development, the Ministry of Education implemented the English Language Development Project (ELDP) for general education development (Tayan, 2017). However, the use of video for the development of students which has been studied, remains limited to the developed nations. To bridge this gap, the present study assesses the use of pedagogic video to enhance English for specific purposes teaching program (ESP) for Saudi university students.

Similarly, the present study has assumed that video would be an aid to the 'normal' situation of learner-centered but teacher-directed operations. However, the potential for video in the development of self-access materials appears very real with the advent of video-cassette recorders, which are reliable, compact and simple to operate. Nowadays, a language laboratory

filled with video equipment is expensive, but costs will no longer be so prohibitive as video production increases. Listening comprehension materials could benefit enormously from the addition of a visual element and one of the problems associated with language laboratory materials.

The study has portrayed an optimistic picture of the use of video in ESP programs. Interested and motivated teachers are developing techniques and materials using video equipment in a situation for the needs of their students. In the fields, things look reasonably healthy. However, there is little research being conducted into video and its application (the Aston Video Research Group being an exception). Video equipment is costly and mechanically complex; therefore, certain conditions should be satisfied before embarking on programs that involve video. The most important are summarized below;

- Facilities and personnel must exist for the maintenance and repair of equipment.
- Facilities must exist for making and showing programs.
- If a TV/Video unit is to be responsible for the technical production of programs, the technical personnel must be willing and able to co-operate with the teachers in a team effort. The technician and teacher should be prepared to learn from one another and understand the problems of each other.
- Teachers must be trained in the use of video equipment or should be willing to make programs their own and must be able to exploit video as a teaching aid, not as a substitute for the teacher.
- The use of video should arise from the needs of the learners, the syllabus and the materials.

Contribution of Pedagogic Video in Improving English Learner's Language Skills

Communication Skills. The main aim of video recording is to develop skills since they can present authentic situations and show interaction of individuals. However, its usage in practicing oral skills is limited now; although, it can present two-way communication. However, a viewer cannot practice interaction with screen characters. Video participation tends to take the form of non-reciprocal activity as observed in the sections on note-taking and listening. Whereas, the essence of the spoken mode is as it is a reciprocal social activity which can be shown to viewers, without their 'on-line' participation (Sherrington, 1991).

Knight (1989) reported the successful use of video in a course of spoken English at the tertiary level. The study has commented on the influencing power of video and improvement factor in learning and retention. It has been noticeable here that how well students remember language and behavior when it is presented in a life-like video program. Video recordings have not been included as part of the course designs. Nevertheless, it is accepted that 'social' English should play a part in an ESP program and several projects that exist for developing the oral skills of overseas students. This is regrettable since video could play a valuable role in helping an overseas student to overcome communication difficulties with landlords/police/travel agents/booking clerks/lecturers/fellow students. Research also indicates that many EFL students experience great difficulties in seminars. Materials as those described by Goh (2013) could be usefully supplemented by illustrations of seminars, along with both successful and unsuccessful examples of communication. The importance of eye-contact in communication is already known during

social interaction. People look at each other in the eye, repeatedly but for short periods (Argyle-& Dean, 1965).

Rogers (1977) confirmed the existence of difficulties that were faced by overseas students and concerned with their speaking skills. Problems included their reluctance or inability to take an active part in discussions, difficulty in opening and closing conversations and changing topics, and lack of understanding the visual signals of non-verbal communication. Short television documentaries are also produced by the students themselves on problems that were experienced by overseas students or on topics related to their subject area. There are great advantages to approach the teaching of communication skills in this way. The students are; on the one hand, being trained to analyze discourse in a non-technical but highly relevant way and at the same time are using language and expressing themselves in very real situations.

The process of participation by the learner, in his learning situation is emphasized in the materials and methodology of the Lancaster Study Skills Program (Candlin, Kirkwood, & Moore, 1978). The videos of overseas students while interacting in seminars are shown to the course participants and discussed. These three phases are just part of an integrated program of listening to lectures, reading comprehension, and language laboratory pair work. Therefore, they form an integral part of it, rather than existing independently from the study skills package. Learning and Vocabulary Development Skills. Karami (2019) studied the implementation of the videos for the vocabulary development of ESP students. The findings of the study showed that video-based material helps to enhance the vocabulary understanding of the targeted language. Salem (2019), on the other hand, revealed that the use of videos, precisely TED talks as an ICT (information communication technology) helps to enhance oral presentations of students that have the subject of business as major. It also revealed that this practice makes students more enthusiastic, motivated and energetic while reducing their stress and anxiety level.

, Rajab, & Sindi (2019) suggested that videos augment the students' knowledge, given its integration of the updated knowledge as most of the course content and material are outdated. It advises the ESP teachers to integrate learner-centered activities, which encourage students for participation. Another study of Kustini, Suherdi, & Musthafa (2019) note that assimilation of the multiliteracies pedagogies makes learning more conducive, engaging, meaningful, motivating, yet challenging. It shows that the inclusion of the videos in the ESP context facilitates students learning. Nguyen & Boers (2019) also demonstrated the use of videos for developing student's language competence and the use of new words.

Listening. In talking about note-taking skills, the study has already introduced the topic of listening. One of the major advantages of video in ESP is that it can be presented to a learner as a student follows a subject specialty i.e. engineering, physics, etc. The organization of discourse included markers of enumeration, exemplification, parenthesis, hesitation, digression, self-corrections, and repetition. They reported that the addition of the visual and non-verbal features of discourse was made available through a video that simplifies the understanding skills of the learners as compared to those who recorded on audiotape merely.

can also present information visually which would be accessible in written form or through

stills. For instance, an industrial process or heavy industrial or scientific equipment. In these cases, both linguistic and scientific content can be presented and explicated together. Adams-Smith (1980) used film for team-teaching sessions between language teachers and subject specialists through a welcome moving towards integration of language and content. During the first show of the film, language points were raised and clarified by the language teacher. However, during the second display, a subject specialist joins the group and discusses its content with the students, answering their technical rather than linguistic questions.

Reading and Writing. It is difficult to see how video could be used to improve a learner's ability to read and write. The training of these two abilities involves exposure to large units of discourse in texts and practice by decoding and encoding their rhetorical structure. Video cannot provide exposure of this sort to a large body of the text. However, more 'mechanical' reading skills such as those mentioned by Ewer & Latorre (1969) may be trained using video. Many non-native readers have difficulty in-hand manipulation and left-to-right eye movement in the early stages of reading and writing. Sherrington (1991) recommended techniques for training these skills. For instance, roller captions can be used to increase reading speed and the ability to skim and scan for information. Subtitles used with a visual presentation are compulsive reading, which could be exploited for training reading skills.

Note-taking is a study skill, which is difficult to be adopted by many EFL students in the course of their studies at English-medium colleges and universities. Additionally, the video can be used to present a stimulus, in the form of a description of a process, an experiment, or a lecture, to which the student responds by taking notes. Notice that the role of the video is not to teach note-taking skills, but to present a realistic verbal and non-verbal context in which the activity of note-taking may take place. While bearing in mind about above-mentioned integrative methodology for teaching skills, a learning cycle might take the following form:

- Listening to/watching a video-taped lecture/talk
- At the same time taking notes or
- Completing various note-taking exercises
- Follow-up discussion of the notes in pairs/groups
- Possible writing-up of notes into a full report.

The integrated approach was followed by Kennedy (1979) illustrated the integration of video in a learning/teaching sequence while exploiting various skills at different times within the teaching unit. A topic is selected for the unit e.g. Rural-Urban Migration. Students approach the topic through introductory readings, then listen to/watch videotaped lectures and take notes. Further reading follows the information the students have gained because of their reading/listening/note-taking is then exploited in a seminar-type discussion. McGovern (1983) suggested a similar integrated methodology with the usage of technical films for listening, note-taking, writing, and discussion. Note that these programs involve the active participation of the students.

Limitations and Implications

Based on the review findings, it is observed that for ensuring the effectiveness of ESP teaching, the institutes should provide their utmost support. This includes offering various

development courses that facilitate the professional development of teachers. The review highlights the prerequisites to devise a competent ESP pedagogy and to execute it as a part of the ESP curriculum.

Primarily, communication skills should be prioritized as well as responding to their needs. The students must be provided with a structured model for enhancing communication and expanding their vocabulary thesaurus which helps to sharpen students' listening and reading skills. The findings suggest the need to integrate into the collaborative strategy for teaching which helps to overcome the learning issues that surround the ESP course teaching. This collaborative strategy can be implemented through two instructors such as one teacher can observe the language while the other provides the relevant content. This helps in ensuring that optimized learning occurs for the students which assists them to overcome their language learning barriers.

Similarly, teachers themselves can monitor their speech for ensuring a logical flow in the entire ESP content and its comprehensible presentation. It also emphasizes recognition of the exercise and expertise, which is necessary to be presented among the teachers for achieving optimized learning results. The review suggests that teachers must engage in continuous proficiency development as well as self-discovery for overcoming the challenges that impair their learning and development. Also, students can be assigned video-related assignments for its improved integration as it leads to unconscious learning development.

Although, the study presents several new findings, the results are limited. This limitation exists in terms geography as the study merely focuses on the region of Saudi Arabia. The focus of the study on Saudi is limited, given the segregated education structure and male dominance. To further enhance the study scope, more researches are required in different regions, using different methods that help conclude results which can be easily generalized. Also, the future studies can empirically investigate the impact of the culture, and can expand the study's findings.

Conclusion

The study has examined different skills for observing the extent to which video can contribute towards student development. The study has reviewed the developments that have been taken place in the use of video in ESP and suggested in which video equipment may improve ESP teaching program. The study has shown that video can enhance ESP teaching programs. ESP should not be regarded as a substitute for the teacher but as an important aid to the teaching. Moreover, it should be used as a component of an integrated skills package. It needs trained teachers to handle effectively, while pointing towards teacher-training courses in the mechanics and methodology of video. Materials should be designed so that students can actively participate and respond to video recordings. 'On-line' participation is difficult to achieve, especially in the teaching of oral skills since the video is limited to presenting aspects of communications.

Varied and motivating exercises are designed to develop 'off-line' participation. It has been observed that video is particularly useful in developing study skills such as note-taking, listening to lectures and participating in seminars. Additionally, it has great potential as a valuable aid in both academic and social life in an ESP situation. However, more basic research is needed so that teachers can confidently use video at maximum efficiency. The recent approaches in the educational field are needed to undertake for the sake of identifying the ever-changing gaps

between what is taught to the students and what are the pedagogical practices followed in the current era. It is believed that teachers would willingly implement new practices after receiving support as they try them within the classroom. The professional development needs of the students should be loomed while considering the needs of target language and pedagogy to improve and maintain the proficiency of the teachers and gain skills for teaching language.

It is important to be noted that students can upload or download digital videos based on the topics to be covered in their courses from internet websites such as Learners TV and YouTube. On the contrary, watching an online video will not fulfill the requirements of significant learning for students because learning skills majorly rely on the way videos are utilized as a part of the overall learning environment. For effective and significant online video learning, it must be constructive and individual, contextual, collaborative and conversational, active, guided, and emotionally motivating and involving.

The present study has recommended that each university develop a specialized digital video repository, integrating MPEG-4 encoding, high-resolution streaming, synchronized multimedia integration language, and full-text indexing. As these features will enable quick and easy access to specialized digital videos on the internet for students and instructors. In addition to it, the specialized digital video repository will allow instructors and students to search, retrieve, and store cataloged streaming of specialized digital video content to be used for instructional objectives. This is assumed to improve learning and teaching in Saudi English-medium universities.

Acknowledgements

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through General Research Project under grant number [grant numbers R.G.P.1/66/40, 2018].

About the authors:

Pro. Ali Albashir Mohammed Alhaj, Department of Curriculum & Instruction
Department of Curriculum & Instruction, College of Education, King Khaled University
Abha, Asir Province, Saudi Arabia Orcid ID: <https://orcid.org/0000-0002-8050-1053>

Prof. Mohammed H. Albahiri, King Khaled University, Abha, Asir Province, Saudi Arabia

References

- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The Impact of Podcasts on EFL Students' Listening Comprehension. *International Journal of Language Education*, 2, (2), 23-33. DOI: <https://doi.org/10.26858/ijole.v2i2.5878>
- Ahluwalia, G. (2018). Students' Perceptions on the Use of TED Talks for English Language Learning. *Language in India*, 18, (12), 80-86.
- Albassri, I. A. (2016). Needs-Analysis-Informed Teaching for English for Specific Purposes (Published Master thesis). California State University, San Bernardino

- Alghamdi, A. (2019). Exploring English Language Needs: Business Students' and Teachers' Perspectives in a Saudi Undergraduate Context. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia September*, 4-7. DOI: <https://dx.doi.org/10.24093/awej/elt1.1>
- Al-Jarf, R. (2012) Online videos for specific purposes. *Journal of Educational and Social Research*, 2, (6), 17-21.
- Al-Roomy, M. (2017). ESP in a Saudi Context: Where Does It Stand? *Journal of Language Teaching and Research*, 8, (6), 1109-1115. <http://dx.doi.org/10.17507/jltr.0806.11>
- Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, 4, 5, 17, 26. DOI: 10.5539/ijel.v4n5p17
- Al-Wehaibi, H. O. (2015). The impact of using Youtube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching and Learning (TLC)*, 12, (2), 121-126.
- Al-Zaharani, N. A. (2016). *Saudi students' experiences of learning English in English as a foreign and second language settings* (Doctoral Dissertation). Mount Saint Vincent University.
- Argyle, M., & Dean, J. (1965). *Eye contact, distance and affiliation*. Reprinted in (1972). In J. Laver, S. Hutcheson (eds.), *Communication in Face to Face Interaction* (pp. 301-316). Harmondsworth: Penguin Books.
- Bianchi, F., & Marenzi, I. (2016). Investigating student choices in performing higher-order comprehension tasks using TED talks in LearnWeb. *Lingue e Linguaggi*, 19, 23-40. DOI: 10.14705/rpnet.2016.eurocall2016.536
- Candlin, C. N., Kirkwood, J. M., & Moore, H. M. (1978). Study skills in English: theoretical issues and practical problems. In R. Mackay & A. J. Mountford (eds.), *English for specific purposes: A Case Study Approach*, 190-219. [https://doi.org/10.1016/s0889-4906\(01\)00029-1](https://doi.org/10.1016/s0889-4906(01)00029-1)
- Çelik, H., & Topkaya, E. Z. (2016). Evaluation of the methodology of an ESP reading skills course for undergraduate medical students: Outsider perspective. *Procedia-Social and Behavioral Sciences*, 232, 326-331.
- Cleary, K. (1995). Video on demand-competing technologies and services.
- Comi, S. L., Argentin, G., Gui, M., Origo, F., & Pagani, L. (2017). Is it the way they use it? Teachers, ICT and student achievement. *Economics of Education Review*, 56, 24-39. DOI: <https://doi.org/10.1016/j.econedurev.2016.11.007>
- Corder, S. (1966). *The visual element in language teaching*. London: Longmans.
- Davoudi-Mobarakeh, S., Eslami-Rasekh, A., & Barati, H. (2014). Observation and Feedback of Content Specialists versus General English Teachers: Suggestions to Make Optimal English for Specific Purposes Courses. *Journal of English Language Teaching and Learning*, 6, (13), 15-41.
- Diab, P., Matthews, M., & Gokool, R. (2016). Medical students' views on the use of video technology in the teaching of isiZulu communication, language skills and cultural competence. *African Journal of Health Professions Education*, 8, (1), 11-14. <https://doi.org/10.7196/ajhpe.2016.v8i1.402>
- Eissa, H. M. S. (2019). Pedagogic effectiveness of digital storytelling in improving speaking skills of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 10, (1), 127-138. DOI: <https://dx.doi.org/10.24093/awej/vol10no1.12>

- Ewer, J. R., & Latorre, G. (1969). *A course in basic scientific English (Vol. 382)*. London: Longman.
- Fadel, S., & Rajab, H. (2017). Investigating the English Language Needs of the Female Students at the Faculty of Computing and Information Technology at King Abdulaziz University in Saudi Arabia. *English Language Teaching, 10*, (6), 70-82. DOI:10.5539/elt.v10n6p69
- Fatmawati, F., Gani, S. A., & Samad, I. A. (2018). Techniques for ESP Students in Teaching English. *English Education Journal, 9*, (4), 513-526.
- Goh, C. C. (2013). 3 ESP and Listening. *The handbook of English for specific purposes, 55*.
- Grosse, C. U. (1988). The Case Study Approach to Teaching Business English. *English for specific purposes, 7*, (2), 131-36. DOI: [https://doi.org/10.1016/0889-4906\(88\)90031-2](https://doi.org/10.1016/0889-4906(88)90031-2)
- Hashmi, U. M., Rajab, H., & Sindi, A. E. (2019). Dental Students' Perceptions of ESP Material and its Impact on Their Language Proficiency: A Case Study of a Saudi Arabian University. *Arab World English Journal (AWEJ), 10*, (4), 3-17.
- Heriyanto, D. (2018). The Effectiveness of Using Youtube for Vocabulary Mastery. *ETERNAL (English Teaching Journal), 6*, (1), 1-12. DOI: 10.26877/eternal.v6i1.2290
- Hewings, M. (2002). A history of ESP through English for Specific Purposes. *English for Specific Purposes World, 1*, (3), 1-1.
- Hobbs, R. (2006). Non-optimal uses of video in the classroom. *Learning, media and technology, 31*, (1), 35-50. DOI: <https://doi.org/10.1080/17439880500515457>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Ilin, G., Kutlu, Ö., & Kutluay, A. (2013). An action research: Using videos for teaching grammar in an ESP class. *Procedia-Social and Behavioral Sciences, 70*, 272-281. DOI: 10.1016/j.sbspro.2013.01.065
- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World, 17*, (50), 1-9.
- Jurkovič, V., & Mertelj, D. (2015). Pedagogical uses of authentic video in ESP classrooms for developing language skills and enriching vocabulary. *Scripta Manent, 9*, (2), 15-33.
- Kabooha, R., & Elyas, T. (2015, November). The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms. *Proceedings of the 8th International Conference of Education, Research and Innovation, 3525-3531*.
- Kaiser, M. (2011). New approaches to exploiting film in the foreign language classroom. *L2 Journal, 3*, (2), 232-29. DOI 10.5070/L23210005
- Karami, A. (2019). Implementing Audio-Visual Materials (Videos), as an Incidental Vocabulary Learning Strategy, in Second/Foreign Language Learners' Vocabulary Development: A Current Review of the Most Recent Research. *i-Manager's Journal on English Language Teaching, 9*, (2), 60-70.
- Kennedy, C. (1979). Video in ESP. *RELC Journal, 10*, (1), 58-69.
- Khalid, M., & Savkin, A. V. (2012). A method for short-term wind power prediction with multiple observation points. *IEEE Transactions on Power Systems, 27*, (2), 579-586.
- Khan, I. A. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research, 2*, (7), 1248-1257.
- Knight, M. (1975). Video in Oral Proficiency Training. *System, 3*, (2), 81-83. [https://doi.org/10.1016/0346-251x\(75\)90014-7](https://doi.org/10.1016/0346-251x(75)90014-7)

- Kustini, S., Suherdi, D., & Musthafa, B. (2019, June). More than Words: ESP learners' perceptions on the implementation of multiliteracies pedagogy. *Proceedings of the Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*. Atlantis Press.
- Kusuma, L. A. (2017). Islamic-Content-TED public speaking as a source material for improving Islamic student's communication skill. *JEES (Journal of English Educators Society)*, 2, (2), 75-90. DOI: <https://doi.org/10.21070/jees.v2i2.1007>
- Lesiak-Bielawska, E. D. (2015). English for Specific Purposes in Historical Perspective. *English for Specific Purposes World*, 46, 1-23.
- Li, Y., Gao, Y., & Zhang, D. (2016). To Speak Like a TED Speaker--A Case Study of TED Motivated English Public Speaking Study in EFL Teaching. *Higher Education Studies*, 6, (1), 53-59.
- McGovern, J. (1983). *Video applications in English language teaching. Elt documents 114*. Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.
- Mohanty, G., Gretes, J., Flowers, C., Algozzine, B., & Spooner, F. (2005). Multi-method evaluation of instruction in engineering classes. *Journal of Personnel Evaluation in Education*, 18, (2), 139-151
- Momeni, M., & Rasekh, A. E. (2012). Investigating Class Coherence and its Effect on EAP Course Evaluation: A Case Study of MA Students of Geography and Tourism. *Journal of Educational and Social Research*, 2, (2), 219-219.
- Montero Perez, M., Peters, E., & Desmet, P. (2018). Vocabulary learning through viewing video: the effect of two enhancement techniques. *Computer Assisted Language Learning*, 31, (1-2), 1-26. DOI: <https://doi.org/10.1080/09588221.2017.1375960>
- Musikhin, I. A. (2016). English for Specific Purposes: Teaching English for Science and Technology. *ISPRS Annals of Photogrammetry, Remote Sensing & Spatial Information Sciences*, 3, (6), 29-35. <https://doi.org/10.5194/isprs-annals-iii-6-29-2016>
- Natsev, A., Hill, M., & Smith, J. R. (2010, July). Design and evaluation of an effective and efficient video copy detection system. In *2010 IEEE International Conference on Multimedia and Expo* (pp. 1353-1358). IEEE.
- Nguyen, C. D., & Boers, F. (2019). The effect of content retelling on vocabulary uptake from a TED talk. *TESOL Quarterly*, 53, (1), 5-29.
- Omer, A. M. A. (2017). *Exploring the Impact of YouTube on Enhancing Listening and Speaking Skills of EFL Learners* (Doctoral dissertation, Sudan University of Science and Technology).
- Otilia, S. M. (2015). Needs analysis in English for specific purposes. *Annals of the Constantin Brâncuși University of Târgu Jiu, Economy Series*, 1, (2), 54-55.
- Policy, A. (2017). Primary School. *Religious Education (RE)*.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3, (1), 24-31. <https://doi.org/10.13189/ujer.2015.030104>
- Rahman, M. M. (2006). Teaching English for Specific Purposes: An Evolving Experience by RK Singh. *Indian Journal of Applied Linguistics*, 32, (1/2), 209.
- Rogers, S. (1977). The Communicative Needs of Some Overseas Postgraduate Students. In A. P. Cowie & J. B. Heaton (Eds.), *English for Academic Purposes* (pp. 34-36). London: Baal/Selmous.

- Salem, A. A. (2019). A Sage on a Stage, to Express and Impress: TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and Its Impact on Reducing Speaking Anxiety in ESP Settings. *English Language Teaching*, 12, (6), 146-160.
- Savignon, S. J. (2018). Communicative competence. *The TESOL encyclopedia of English language teaching*, 1-7. DOI: <https://doi.org/10.1002/9781118784235.eelt0047>
- Shaari, A., & Morat, B. N. (2016). YouTube as a Platform for an Online Dialogic ESL Teaching and Learning. *Journal of Creative Practices in Language Learning and Teaching Volume*, 4, (2), 32-46.
- Sherrington, R. (1991). *Television and Language Skills*. Oxford: Oxford University Press.
- Stieger, S., & Burger, C. (2010). Let's go formative: continuous student ratings with Web 2.0 application Twitter. *Cyberpsychology, Behavior, and Social Networking*, 13, (2), 163-167.
- Tayan, B. M. (2017). The Saudi Tatweer Education Reforms: Implications of Neoliberal Thought to Saudi Education Policy. *International education studies*, 10, (5), 61-71. DOI: <https://doi.org/10.5539/ies.v10n5p61>
- Ur Rahman, M. M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: prospects and challenges. *Academic Research International*, 4, (1), 112-118.
- Wang, D. (2018). Motivating Students to Talk: TED Conference in University-Based Chinese Language Classrooms. *Chinese Language Teaching Methodology and Technology*, 1, (4), 1-7.
- Wei, M. (2006). A Literature Review on Strategies for Teaching Pronunciation. *Online submission*.
- Woodrow, L. (2018). *Introducing course design in English for specific purposes*. Sydney, Australia: Routledge
- Zhang, X. K., Gao, X. Y., Zhang, Q., & Jia, J. (2016). Research on the rough extension of ontology description language of SWRL. *Journal of Electrical and Computer Engineering*, 2016. DOI: <https://doi.org/10.1155/2016/5636254>